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Guidance objectives to be included in a community action program combating proverty are presented. The objectives include early adjustment of students, early identification and interpretation of abilities, educational and career plans based on abilities and skills, parent understanding of opportunities, encouragement of realistic goals in line with potential, healthy school attitudes, teacher understanding of each student, continuous revisions of programs to meet student needs, and utilization of community resources and guidance services.

Guidance services should be provided for preschoolers, adults, and school-age youths, and should be offered in an accessible location. A year-round professional staff with each member holding at least a master's degree, nonprofessional people, and volunteers are necessary.

Community programs which offer intensive educational services to the disadvantaged are illustrated. They include: the Early School Admissions Project in Baltimore, Maryland; New York City Preschool Program; The Doolittle Project in Chicago, Illinois; An Adventure in Human Relations in Wilmington, Delaware; New York City's Higher Horizons Program; the Project Able in New York State; The Talent Preservation of the Junior High Schools Program in Houston, Texas; the Macfarland-Roosevelt Guidance Project in Washington, D.C.; the Carrollton School Project in Baltimore, Maryland; the Dunbar Vocational High School Program in Chicago, Illinois; the Syracuse Action for Youth Program in Syracuse, New York; the Action for Appalachian Youth Program in Charleston, West Virginia; and A Future for Jimmy Program in Washington, D.C.

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THE ROLE OF GUIDANCE SERVICES IN COMMUNITY ACTION PROGRAMS COMBATING POVERTY

Rationale

Shifts have occurred in America during the past century which profoundly affect the educational needs of boys and girls, and the needs of our country for trained manpower. We have changed from a predominantly rural to a predominantly urban society, and from an agrarian to a highly complex, industrialized society. Formerly our frontiers were of plains and mountains, now they are frontiers of the mind and of outer space. The laborer, in recent years, was the dominant motif of out occupational structure. Presently, the laborer and the unskilled worker constitutes a decreasing sector of the occupational market. Due to rapid increase in technology, occupational diversity has now extended to more than 30,000 identifiable occupations.

In view of the complex characteristics of modern American society, boys and girls need help in becoming productively self-directing. As Tyler has stated, "...self-direction is the only kind of motivation that is consistent with our democratic philosophy." Productive self-direction for an individual requires a valid knowledge of himself and his potentialities, and sufficient know-how is necessary to enable him to thread his way through the educational structure and into social, civic, and economic productivity. Decisions are required at numerous points along the way, many of which commit him to certain life patterns in lieu of others. He must have an opportunity to turn to someone for help in making these important decisions. This help could be provided through guidance services organized by personnel who possess the professional preparation for the task. In poverty areas where the best program of guidance and counseling is needed, it is frequently non-existent

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because the school system is unable to afford the services needed for these young people.

Relationship of the Guidance Function to the Total Educational Process.

The basic objectives of American education have been stated in many different ways, all of which reflect the needs of individuals and the society. In a generalized sense the basic objective of American education is to achieve the fullest possible development of the potentialities of each individual to the end that his life experiences may be satisfying to him and satisfactory to the society. Any and all educational functions can thus be evaluated in terms of their contributions to the achievement of this objective.

Inherent in any educational program which can achieve this basic objective is the ability to (1) estimate accurately the developmental potential of each individual; (2) identify and interpret the demands of the environment in which the individual will live; and (3) determine and provide those educational experiences which will best facilitate the development of each individual.

It is evident that the success of the entire educative process is dependent upon a thorough understanding of the individual, his abilities, aptitudes, interest, values, background, and aspirations. Equally, if not more important, is the self-understanding of each individual. An educational program that focuses upon the needs of low-income families and provides compensatory services to the individual cannot help but have an impact upon upgrading the educational level of the community.

Guidance Service In Community Action Programs

Proposals to improve educational opportunities for children and youth in low-economic circumstances must include a plan for increased guidance services. As the Nation reacts and interacts to the vast social, economic and inter-

national changes of the late sixties the role of guidance services and specifically of the counselor in the school and in community action programs becomes increasingly important. If we as a Nation are to remain significant leaders of the free worly, it is essential that all our citizens have an equal opportunity for education.

To enter into a learning relationship where there is mutuality, a common purpose and genuine interaction, it is necessary for a person to be responsive to others and to their values, their needs, and intentions. Jersild[1] has stated that once a child has begun to formulate impressions, to establish ideas and attitudes, his perceptions of new events in his life will be colored by what he already knows, what he has learned to except and the preconceptions he already has established. The individual must first establish the fact that he is a distinct person with a will of hisown and then work out the boundaries of influence of the world about him.

Counselors have a special responsibility in helping all children to learn about the educational and vocational opportunities that exist. It is imperative that they provide assistance to children and youth in economically deprived areas to develop a positive self-image, and to help them understand that the door to opportunity is created by man. Children and youth must be motivated to seek the best possible education to prepare them for the rapidly changing society in which they live. Some attempts have been made during the past decade. Much attention has recently been given to the problem of the school dropout. It is a known fact that children in economically deprived areas have low levels of educational aspirations, and as a result have a high dropout rate. To combat this problem, there were pilot projects initiated in an attempt to halt the loss of young people and to encourage them to com-

plete their educational so that they may make significant contributions to the community in which they live. The Community action program makes it possible for all agencies to join together in providing a coordinated program of services designed to give the individual an opportunity to develop his potential. The schools alone cannot solve these problems, the total efforts of all in the community are needed.

The following guidance objectives should be a part of community action-program.

General Objectives of a Guidance Program

1. The early adjustment of students on entering the school.
2. The early identification and interpretation of each student's abilities and aptitudes.
3. The selection of courses of study appropriate to each student's edcuational and career plans.
4. The development of educational and career plans appropriate to each student's abilities, aptitudes, and skills.
5. The development of student and parent understandings of educational and career opportunities.
6. The encouragement of students to pursue and persist in educational programs appropriate to their abilities and aptitudes.
7. The encouragement of each student to separate from the school with a realistic plan for the next step.
8. The encouragement of each student to remain in school as long as he finds it profitable.
9. The placement of some students in appropriate jobs.
10. The development of teacher and student understandings of each student's abilities, problems, and objectives.
11. The assistance of administrators and teachers with the continuous revision of school programs to meet the needs of the students.
12. The assistance of the school to utilize the resources of the community for the student's better adjustment.
13. The utilization of guidance services in the community for out-of-school youth and adults in need of counseling assistance.

Initiating the Program. The program of guidance should not be limited to school age youth or youth in school but services should be extended to all members of the community who are in need of educational and vocational assistance. The services should be centralized in a community center which is

easily accessible to youth as well as adults. This center may be part of the community action central office or located in a college or university. However, since the school comes in contact with the majority of school-age youth and many of their parents and since many of the problems are of an educational and vocational nature, it is recommended that the program of guidance services be coordinated through the schools.

The community that accepts the responsibility for planning coordinated services for its members must look at the needs of all groups within its boundaries, and since we are concerned with guidance services at this time for economically deprived persons, the educational, social and economic problems of the inhabitants must be carefully analyzed. Community agencies, schools, and universities, or centers of higher learning must pool resources in solving problems unique to the community. The establishment of school and communitywide guidance services is a critical need in most communities. The total guidance service is based on the philosophy of improving the opportunities and experiences available to the individual in the total community (the community centered school) which is the learning laboratory in each locality.

In establishing a coordinated program of guidance services, consideration must be given to: (1) availability of the professional staff; (2) utilization of staff in other professional agencies; (3) availability of services during the day and evening on a year round basis; (4) the use of mobile units staffed with professional guidance personnel would make available quality services in areas where centers would be difficult to establish.

Pre-School Program of Guidance Services. The pre-school program of guidance services for children from culturally deprived and economically depressed areas is an attempt to attack the roots of the problems of social and educational deprivation by providing the kinds of experiences that will help to eliminate some of the handicaps facing them upon entering school. A pre-school educational program as a part of the community action program should provide opportunities and make it possible for children to succeed in their early school experiences so that they may compete with their peers from other environmental settings. The counselor, who has contact with parents, children, teachers, and community is the key person in helping children to achieve and giving parents an understanding of the school program, its goals, and objectives. The problems indicated by youth failure are not new, but a pre-school program of guidance services could assist in building a feeling of belonging and a sense of security and achievement in children during their early school experiences.

Staff. The nationally recommended standard for effective guidance services is one counselor for every 250-300 secondary students. The White House conference on Children and Youth (1960) recommended a ratio of 1 counselor to 600 elementary pupils. However, special projects have demonstrated that disadvantaged young people have multiple needs and that this ratio is inadequate for effective work. School Administrators might well consider the ratio of 1 to 50 in working with educationally, culturally, socially, and economically disadvantaged students.

The counseling staff should be fully qualified, holding at least a master's degree in guidance or student personnel services. A minimum training requirement alone is not sufficient. In addition, a person must generate warmth and confidence, and be knowledgeable in the sociology of the disadvantaged. Counselors working with the disadvantaged must dare to be unrealistic since low motivation is realism for many of these young people who may not aspire to achieve. The counselor must support and encourage the disadvantaged students to overcome severe deprivation. The last thing a counselor should be concerned with is being realistic in counseling the disadvantaged student.

The use of Non-Professional or Volunteers. Children in economically depressed areas should have the services of outstanding teachers and counselors who are both motivated and experienced in working with disadvantaged students, excellent school facilities, equipment, and materials. Volunteers and non-professionals can provide many services of a non-professional nature and relieve counselors and teachers of duties that are not of a professional nature; thus, relieving them of many routine clerical duties and other details, which would

provide more time for teaching and professional guidance activities. They can score objective tests, record data and attendance information, arrange for films, trips, secure supplies, duplicate guidance materials, arrange occupational information, maintain a bulletin board and provide many services that would be of inestimable value to counselors.

Some of the volunteers can contact parents that are unable to come to the school or who fail to communicate with the schools. They can also serve as counselor aides, community workers, group work aides, assist with playground activities, conduct surveys to collect data about the community served by the school and work in the pre-school program. All activities should be under the supervision of professional guidance personnel. Some advanced high school and college students might well be used in this program with proper training and supervision.

Per Pupil Cost of Special Guidance Projects. Information regarding cost data is difficult to obtain because of the numerous ways of computing costs. For example, the Demonstration Guidance Project, New York City, at the junior high school level, $100.00 additional per pupil per year or about 25 percent above regular cost, at the high school level, $250.00 per pupil per year additional, or 50 percent above regular cost.

In the Higher Horizons, New York City, during 1962-63, the per pupil cost was approximately $61.00 per pupil. However, Dr. Mark Schinuerer, former superintendent of schools in Cleveland, in an independent survey, evaluated that New York City was spending between $150.00 and $175.00 per pupil. The per pupil cost for the 1963-64 school year may well be over $200.00 per pupil.

In Project Able, New York State, the amount spent per pupil varied tremendously from one demonstration to another because some demonstrations were more comprehensive and ambitious than others. In some districts, the emphasis was essentially based on one approach (remediation, for example), whereas in another district, the attack made to compensate for the cultural deprivation was extensive and many-faceted, drawing on staff and special services, community resources, new techniques and materials, and extending from the classroom to the school, the community, the greater community and across the State. The gross average cost per pupil on a statewide basis for all 16 programs was approximately $52. On this basis, the State invested $26 and the local districts invested $26 per demonstration pupil. In reviewing the individual project figures for total costs and number of pupils involved per demonstration, great variation was again evident. The per pupil cost, when calculated on an individual project basis, varied from $11 to $250 per pupil, with a median for the 16 projects of $110 per pupil. Three projects averaged under $50 per pupil and two projects of $110 per pupil. Three projects averaged under $50 per pupil and two projects averaged exactly $250, the peak figure. Seventy-five percent of the programs found their program costs to average between $50 and $200 per pupil and half the programs ranged between $50 and $150 per pupil.

The following resources should be coordinated in community action programs:

A. Private schools

B. Colleges and universities

C. State Departments of Education

D. City Departments of Education

E. U.S. Office of Education

F. Adult Literacy Program

G. State Employment Services

H. Direct contact with employers

I. Direct Referred to Welfare and Health agencies

J. Local community organization

Illustrative Program Models. The following programs are illustrative of attempts being made to offer intensive educational services to disadvantaged, Children and Youth, which may serve as guidelines for community action programs:

The Early School Admissions Project, Baltimore, Maryland,* was initiated in the fall of 1962. The three-year research project is designed:

1. To discover ways to accelerate the achievement of disadvantaged children
2. To increase parents' understanding of their responsibility for their children's education
3. To coordinate the efforts of schools and community agencies to raise levels of aspiration and competence.

The four project centers, enrolling 140 four-and-five-year-old children, are selecting activities which develop communication skills, ability to think quantitatively, aesthetic values, good health and physical growth, awareness and understanding of the environment, and a wholesome self-concept.

Representatives from community agencies serve as an Advisory Committee for the Early School Admissions Project. They are kept informed about progress, new developments, and problems to be solved. The agency representatives, in turn, share their knowledge about matters of mutual concern and

*"ESAP - An Experiment in Creating Readiness for Learning" Staff NewsLetter, February 19, 1964.

give the project staff new direction in working toward goals and seeking solutions to difficulties. Research shows significant gains on the part of the children who participated in the project for only five months.

New York City Pre-School Program. In 1962, the Institute of Developmental Studies at New York Medical College, in cooperation with the Board of Education of the City of New York, began an enrichment program for pre-school children. The program involves 150 four-year olds grouped into four sections. The progress of these children will be traced and evaluated through third grade. The emphasis is on developing a curriculum that asses learning and emotional problems. Parents are urged to play a part in the program by telling and reading stories to their children at home, and adopting a positive attitude toward school.

Other preschool programs are in operation in New Haven, Connecticut; Boston; and Pennsylvania on a state-wide basis.*

The Doolittle Project, Chicago. The project was started in the fall of 1959 at the James R. Doolittle, Jr., Elementary School located in a former slum area which has been reconstructed. The general purpose is to promote the optimum development of each pupil in a culturally deprived community through improving the influences of the school, the home, and the neighborhood. Its major goal is to maximize the social values of the pre-adolescent child.

The seven teachers and the project staff that took part in the introduction of the project worked with one class in each of the grades from

*"Special Report: Preschool Programs Strive to Start Deprived Children on Par With Others." THE NATION'S SCHOOLS, June 1964, p.84.

kindergarten through six in the following areas: curriculum, classroom climate, instructional materials, behavior problems, and parent education.

Some of the outcomes were:

1. Changes in teacher attitude toward pupils and parents.
2. Changes in pupil attitude toward teachers.
3. Improved parent-teacher and parent-school relations.

4. Greater coordination of the instructional program as a result of team-work on the part of the experimental teachers.

5. Stimulation of teacher interest in the improvement of instruction.

6. Development of citizenship training through exchange and sharing of ideas and materials by teachers.

7. Helpful consultative service promoting professional growth.

8. Demonstration of the creative potentialities of our children.*

An Adventure in Human Relations, Wilmington, Delaware. This was a three-year study which came to a formal close in June 1962, though many of its features are being continued, conducted by the Wilmington Public Schools and the National Conference of Christians and Jews. The goal was to develop the entire community into an action program to meet the needs of changing neighborhoods in Wilmington. Extreme mobility of population, combined with poverty and cultural deprivation had created intense educational problems.

Twelve elementary schools participated in the study, and were guided by the following premises:

1. That human-relations education is not something added to the curriculum.

2. That when human needs are being met, children's motivation to learn academic and vocational skills and knowledge is positively affected.

3. That what a child learns in school must have "use value" to him in meeting his problems in family and community life.

Approximately 35 community agencies and organizations worked with the schools in the project. General improvements include:

PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED, OE-35044 Bulletin 1963 No. 17, U.S Department of Health, Education, and Welfare, U.S. Government Printing Office, Washington, D.C., p. 18-22.

1. Changes in attitude of the staff toward the children, resulting in acceptance and support.

2. Improvement of children's behavior and parental attitudes.

3. Identification of the language handicap of disadvantaged children.

4. Identification of areas of enrichment need.

5. Improved staff morals with less turnover than formerly.*

New York City's Higher Horizons Program. In 1954, the Demonstration Guidance Project was started in one elementary and one junior high school in a slum area of NYC to work with the academically able student. This program "proved that intensive guidance, remedial services, and a reemphasis on academic standards and personal goals could increase the school's holding power and motivate many more pupils to seek higher education."

In 1959, the Higher Horizons program evolved with a broadendd objective that included all children, the academically able as well as the academically disabled. This program is a total educational effort which places special emphasis on guidance, academic achievement, and enrichment activities. It is operating in 52 elementary schools, 13 junior high schools, and 11 senior high schools.

The role of the counselor is crucial to the success of the program. Additional guidance and curriculum personnel have been assigned to each Higher Horizon school in order to implement the philosophy and goals of the program. The outcomes were:

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*Educational Research Service Circular No. 2, American Association of School Administrators and Research Division, NEA, Washington, D.C., February 1963, p. 11-12 and Programs for the Educationally Disadvantaged, OE-35044 Bulletin 1963, No. 17, U.S. Dept. HEW, U.S. Government Printing Office, Washington, D.C., p. 28-39.

1. Gains in reading

2. Increased interest of children in school, and increased participation.

3. Better identification of potential.

4. Improved understanding by pupils, teachers, and parents of the role of the counselor.

5. Intensive follow-up of individual cases.

6. Improved attendance.

7. Improved pupil morale and behavior.

8. Enrichment of background of pupils.

9. Improved staff morale.

10. Increased parent participation.*

New York State's Project ABLE. The first statewide program of its kind was developed by New York State during the school year 1961-62. Sixteen State school districts, under the auspices of the State Education Department, inaugurated local demonstration projects collectively titled Project ABLE. The programs included city, village, suburban and rural schools at elementary, junior high, and senior high levels. A variety of organizational arrangements, approaches, educational services and staff assignments were attempted, to develop improved approaches and programs for the disadvantaged, and will operate for a period of 5 consecutive years.

Students are assisted in a variety of ways, most often through counseling, remedial reading, and enrichment activities of which trips are perhaps the most important. In some districts, significant gains were noted, but, in others, achievement at a rate similar to that of non-project pupils were recorded (which may itself be a considerable accomplishment) resulted.

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*Ibid, p. 45-56.

Four other States - Maine, Rhode Island, Pennsylvania and California, have or are planning similar statewide projects.*

Talent Preservation of the Junior High Schools of Houston, Texas. In an effort to intensify holding power of the school for those students manifesting a complex of problems interpreted as being characteristic of the potential dropout, the Board of Education authorized, on June 12, 1961, a four-year experimental program at the seventh grade level which was instituted in September 1961. School participation was voluntary and fifteen junior high schools were involved the first year, twenty-three the second year, and the th third year, twenty-three junior high schools as well as two senior high schools.

The objectives are:

1. To intensify the holding power of the school through dynamic motivation and through expert guidance.
2. To develop and strengthen basic communication skills and fundamentals of mathematics.
3. To provide learning experiences to combat the influence of competitive "pull-away from school" attractions.
4. To cultivate a more positive attitude on the part of the student toward his limitations.
5. To attempt to improve the student's damaged self-image and elevate his aspirations.
6. To prepare those students who leave school to become a constructive force in American society.
7. To develop worthwhile leisure time preferences.

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*Project Able: The First Year. The New York State Education Department, Albany;, N.Y., 1963, and Helping Educationally Disadvantaged Children: The Second Year of Project Able. The New York State Education Department, Albany, New York, 1964.

As a result of excellent support by mass news media and home visitation, 94 per cent of the project students returned to school. Two hundred dropouts have returned to school, some after an absence of more than two years.*

Macfarland-Roosevelt Guidance Project, Washington, D. C. This is a six year program for students entering Macfarland Junior High School and continuing at Roosevelt High School. The primary goal of this program, which began in September 1959, was to give young people the intensive personal attention they must have if their talents are to be discovered and fully developed. Specialized services include a remedial reading program, a remedial mathematics program, an intensive guidance program, a program of cultural enrichment, a clinical program, and a parent education program. The services are provided by a full-time staff, which consists of a counselor, a social worker, and three remedial teachers, and a part-time staff which includes a psychiatrist, a psychologist, and a therapist.

Some of the program outcomes were:

1. Fewer disciplinary cases.
2. Improved attendance.
3. Lower percentage of failure.
4. Greater growth in reading.
5. More upward movement from track to track.**

Carrollton School, Baltimore, Maryland. The Carrollton School, sponsored by the Department of Education, is a non-graded, post ninth-grade school designed to provide terminal trade training, particularly,

*Report on Talent Preservation of the Junior High Schools of Houston Independent School District and Promising Practices from the Projects for the Culturally Deprived, Great Cities Program, Chicago, Ill.

**Programs for the Educationally Disadvantaged, OE-35044, Bulletin 1963 No. 17, US Dept. HEW, US Govt. Printing Office, p. 43-44

to low ability pupils and to those whose learning has been, in some way, impeded.

The pilot program began in September 1963, with an enrollment of about 370 students, with a 4-1 ratio of boys to girls. Many of the students were potential drop-outs, and some have been drop-outs. The students received academic instruction keyed to their trade so that they would see a greater relevance between what they were learning and what they would be doing in the future.

The trades the school offers are:

Custodial services	Lawn and garden care
Duplicating services	Painting, decorating, refinishing
Family service aides	Shoe repair
Food Preparation	Small Appliance repair
Home mechanics	Valet service

Each student must study at least two trades, and proceeds at his own rate of speed. A few are learning four trades at the same time. All of the trades offered are not subject to obsolescence by the dynamics of technological change. The program as it now exists has no placement service for obtaining jobs for qualified students.

Most of the students are in school because they want to be there. The vast majority are 16 and over and may leave if they want to.*

Dunbar Vocational High School, Chicago. Dunbar Vocational High School is one of eight vocational high schools in Chicago providing education for students who want to learn automobile mechanics, practical nursing, carpentry, and other salable skills.

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*Walter R. Dean, Jr., "Carrollton School Adopts Program." AFRO-AMERICAN newspaper, Baltimore, Maryland.

More unusual than the daytime program are the activities after the regular school day ends and before the evening program begins--between 4:00 p.m. and 6:00 p.m. As part of Chicago's involvement in the Great Cities School Improvement Program, city youth who have dropped out or are far behind their regular school classes, are voluntarily enrolling and studying in courses with such titles as "Pre-Employment Training," "Low-Order Skill Training in Small Appliance Repair," and "Language Arts Laboratory." They learn the techniques of repairing electric toasters and irons, of repairing autos, of making alterations on clothing, or of shampooing and setting women's hair. Other courses include pre-armed services training, civil-service preparation, and typing. Youngsters of both sexes, ranging from over-age upper-elementary pupils to those in their twenties, are trying to gain some kind of marketable skill.

A counselor meets regularly with each of the students. Those students desiring placement by the project are required to take a series of eight pre-employment lessons, designed to teach them, in classes with an enrollment of usually less than fifteen students, the basic principles of getting and holding a job. Jobs are found for those students who complete the program. Forty-seven students who are still in elementary school were placed in part-time jobs during the first six months of the program; forty-nine of the dropouts were placed.*

*Edna H. Siebert, "Stirrings in the Big Cities: Chicago." NEA JOURNAL, January 1962.

Non-school based programs using guidance personnel

Syracuse Action for Youth is an action program for disadvantaged youth to expand opportunities, to develop competence, and to reduce delinquency. Involved in the planning process were more than 150 members of the community--leaders of government, business, labor; the educational system; and the residents of the action area itself. The total community has been mobilized to develop a program that will atack the problems at all levels.

"The Mayor's Commission proposes to establish in action area schools a long range guidnace program with two objectives: 1) to help students meet the problems of their immediate situation, and 2) to help develop their insight into effective ways of handling difficulties in the years to come as they emerge into a society of constant change...." They propose to offer guidance services in the following ways:

1. Team guidance, both on the elementary and secondary levels.
2. Rehabilitation classes, composed of emotionally disturbed youngsters.
3. Re-entry program for drop-outs, through
   a) an on-going program through the out-of-school library and homework center;
   b) a six-weeks intensive summer counseling and tutoring program at University College.*

Action for Appalachian Youth, Charleston, West Virginia, proposes to initiate processes whereby disadvantaged people may help themselves to function freely, productively, and intelligently in the modern urban situation. The most essential element of the AAY program is neighborhood development, whereby the people can learn to increase their control of their own lives.

*Syracuse Action for Youth, Mayor's Commission for Youth, Inc., Syacuse, New York, pp. iii; 30-38

The educational program of AAY will include the placement of guidance counselors in the elementary schools. The responsibility of the elementary school counselor will be that of focusing the efforts of the school, home, and needed specialists upon the solution of the problems of individual children. In the case of small schools, counselors will be assigned to work in two or more schools, with a counselor being assigned to each 400-500 pupils. Guidance counselors will be assigned to junior high school in the ratio of one counselor for each 250 pupils. Guidance counselors will work with the pupils, their parents, and the faculties, to develop individualized programs for pupils with special needs and for assisting pupils to make the transition from the elementary schools to the junior division, a satisfactory adjustment to the junior division, and the transition from the junior division to the senior division.*

A Future for Jimmy, Washington, D. C. The program, which began in October 1963 at the Kelly Miller Junior High School, sponsored by the Washington Urban League and the District of Columbia Office of Vocational Rehabilitation, is basically a tutoring service in the areas of language arts, mathematics and science. The tutors are all volunteers recruited from local colleges and universities. The classes are held in the evenings, Tuesday and Thursday from 6 p.m. to 7 p.m. There are 200 students taking advantage of this opportunity. The tutor-pupil ratio is 1 tutor for 5 students.

*Action for Appalachian Youth and Kanawha County Schools, Charleston, West Virginia, pp. 53, 66-67.

The "Jimmy" project was initially remedial. Its long range objective is, however, preventive. The ultimate goals of the program are to help "Jimmy" stay in school; graduate; get advanced training; obtain the right job; become a better citizen; be a good friend and neighbor; and be proud of his school, home, and community. The aim is, therefore, to develop fine, productive citizens from children whose environments have the elements conductive to decay.*

*District of Columbia Special Programs, Kelly Miller Junior High School, "A Future for Jimmy"

SAMPLE SKETCH OF A DEMONSTRATION PROGRAM INVOLVING GUIDANCE SERVICES IN A COMMUNITY ACTION PROGRAM OF FIGHTING POVERTY

School districts, under the auspices of the State Department of Education, might inaugurate local programs, coordinated by the local boards of education. The public school system is the logical sponsor of a community action program to combat poverty through education.

The State Department of Education might sponsor a series of regional conferences with representatives of business and industry, church and local schools, the local power structure, all social agencies --public and private, colleges and universities, and social and civic organizations, to plan the attack in their area.

The local Directors of Guidance might be designated as the coordinator in charge of directing the local efforts.

The schools might become centers of community activities, and the facilities of the schools used 18 hours per day, 12 months of the year. (See THE FLYNT COMMUNITY SCHOOLS, Flynt, Michigan).

Some Guidelines for Educational Programs.

Pre-School Nursery. Youngsters at the ages of 3-5 will attend school, housed in a regular school building if facilities are available, or in other suitable sites. The curriculum will be centered around developing communication skills, attention span, ability to think quantitatively, aesthetic appreciation, good health and physical growth, awareness and understanding of the community through field trips, and a wholesome self-concept.

The schedule will permit mothers to work or to learn a skill in school or on the job. Nonworking mothers or mothers not attending school,

might be expected to participate in the pre-school program for their own enlightenment as to their responsibility in their children's education and as reinforcement for their children as to the importance of education.

The physical--hearing, speech, vision impairments, medical problems --and dental defects would be discovered and corrected at an early age. Meals would be provided as needed--two or three a day.

Pupil personnel services would handle the social and emotional problems of the pre-school child, working with representatives of other social agencies in the community as a team.

The teacher-pupil ratio should be 1-15.

Elementary Program. After school remedial programs in reading, grammar, spelling, and mathematics might be organized. (See New Yord State's Project Able).

Field trips that expose children to experiences that are not a part of their everyday experiences to broaden their horizons might be planned with community cooperation. In addition to remedial classes, elementary pupils might be tutored by high school students (Mobilization for Youth, NYC, has successfully tried this technique, paying the high school student for his services). Adult volunteers have been effective in tutoring students in Washington, D. C.

Specialists, in reading, speech, [illegible], art, languages, music, as well as certain pupil personnel services staff--counselor, psychologist, social worker--should participate in the compensatory after-school educational program. Ratio recommended for counselor to student: 1-50.

Recreational and play activities might be supervised by the City Recreational Department using city and school facilities and staff.

Organized games, roller skating, folk dancing, little league competition, swimming, tours, community singing groups, cultural projects, art, painting, music, dramatic groups, are some of the activities that might appeal to elementary school youngsters.

High School Programs. After school evening [illegible] boring and summer programs might be scheduled, using faculty personnel and adult volunteers from the community. The school library might remain open from 7 a.m. to 11 p.m., with shorter hours on Saturdays and Sundays, throughout the year.

College days and career days should be scheduled using recent graduates as resource speakers, as well as representatives from colleges and universities, business, industry, and government.

The high school curriculum should be so designed to allow transfer from vocational to general education and vice versa. All graduates should have basic college entrance requirements.

Vocational shops and commercial laboratories should be open with facilities available for students to increase their skills during the school's extended day. On the job training might be facilitated if businesses, industries, and other community agencies hiring high school graduates would make their facilities available, under a training manager, to give on the job training between 7 p.m. and 11 p.m.--after the work force has completed their day. In communities where no vocational high school program exists, Boards of Education might consider the Vocational Education Act of 1963. Federal funds, under this act, can be used for 50 percent of the construction cost of an area technical vocational school.

Drop-outs and those lacking basic skills, may be enrolled in programs teaching service skills (similar to the Carrollton School program described above). A student high school committee might meet with or visit potential or drop-outs to encourage them to stay in school or to return to an

educational program.

Recreation and social activities might be planned by the school and other community agencies so that youngsters will not be able to complain, "there is nothing to do," or "we have no where to go."

School pupil personnel services and other agency representatives can integrate their services via the team approach so as to provide for the social, emotional, and personality adjustment of these adolescents.

High schools might sponsor, with community support, a job placement center in addition to the efforts of the State Employment Service. In one community a staff of 20 student volunteers placed more than a 1000 students into summer jobs--everything from mowing lawns and driving trucks to baby sitting and washing elephants. (See Robert Dutsch, "Uncle Sam Gets a Helping Hand From Milwaukee," THE WASHINGTON DAILY NEWS, August 17, 1964, p. 17).

Ratio of counselor to students should be, 1 to 50.

Other considerations might include: remedial developmental, and enrichment teaching (small group and individual); adequate counseling service; group guidance activities; adequate school psychological services; adequate school health services; extended special academic and cultural enrichment activities (including providing for transporation costs and admission fees for outdoor education camps, field trips, etc.); parent counseling and education; consultant services; community and agency liaison (service groups, neighborhood organizations, agencies, etc.); provision of career and community representatives as role models; and extended use of school facilities (evenings, after school, summer months)

for reading, study, tutoring, laboratory work, conferences.

Post High School and Adult Education. Every attempt should be made to establish free community college, where one does not exist. The curriculum shouldrange from general education courses to technical vocational courses.

An adult education program might be included in the scheduling of the community college including courses for functional illiterates designed to overcome basic deficiencies in reading, writing, and elementary mathematics. Specialists in reading, speech, dramatics, arts, health (medical and dental), languages, music, pupil personnel workers, should augment the program. Recommended ratio for counselors, 1 - 50.

Implications of a Comprehensive Program of Guidance and Counseling in a Community Action Program:

1. The availability of a quality guidance and counseling service in a community action program should enable a community to expand opportunities for youth, to enable them to gain experiences, an adequate education, and skills commensurate with their talents and abilities.
2. Serve as a model to stimulate other communities to initiate programs for deprived children, youth and adults in order to conserve human resources.
3. To make educational programs and community projects more realistic and geared to the educational and social needs of economically disadvantaged individuals in the community.
4. To emphasize the unique potential of each individual.
5. To enlist the services of all disciplines in a coordinated effort to overcome the effects of poverty in depressed areas.
6. To achieve the general objectives of a guidance program for all students.